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## An analysis of Inclusiveness in Teaching Citizenship Education (Civic Education) in Primary Schools: A Case Study of Curriculum Implementation and Inclusive Practices

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**Abstract:** *This research aims to analyze inclusivity in the teaching of Civic Education (PKn) in elementary schools, with a focus on the implementation of inclusive curriculum and practices. This research uses a case study approach to understand inclusivity in the context of Citizenship Education in elementary schools. The aim of this research is to analyze inclusivity in Civics teaching in elementary schools through case studies of the implementation of inclusive curriculum and practices and understand the extent to which inclusivity is implemented in the Civics teaching curriculum and practices in elementary schools. This research is a case study research with a qualitative approach to gain an in-depth understanding of inclusivity in Civics teaching in elementary schools. This approach will allow researchers to explore the perceptions, experiences, and practices in a more holistic context. Data collection uses observation, interviews, and documentation. The research subjects were principals, teachers, and students at SDN Pakel, SDN Wirosaban and SDN Giwangan. The data analysis technique uses data triangulation. The results of this research reveal variations in the implementation of Civics inclusiveness in elementary schools. Factors such as teacher understanding, available resources, and school support play an important role in achieving inclusivity. SDN Giwangan shows a strong commitment to inclusivity by providing additional support for students who need it, while SDN Pakel and SDN Wirosaban still face obstacles in creating a truly inclusive learning environment. This research provides insight into the challenges and opportunities in realizing inclusivity in citizenship education and provides a basis for further improvements in efforts to create a more inclusive learning environment for all students.*

**Keywords:** *Civic Education, Inclusive curriculum, Inclusive practices*

**Abstrak:** Penelitian ini bertujuan untuk menganalisis inklusivitas dalam pengajaran Pendidikan Kewarganegaraan (PKn) di sekolah dasar, dengan fokus pada implementasi kurikulum dan praktik inklusif. Penelitian ini menggunakan pendekatan studi kasus untuk memahami inklusivitas dalam konteks Pendidikan Kewarganegaraan di sekolah dasar. Tujuan dari penelitian ini adalah untuk menganalisis inklusivitas dalam pengajaran PKn di sekolah dasar melalui studi kasus penerapan kurikulum dan praktik inklusif dan memahami sejauh mana inklusivitas diterapkan dalam kurikulum dan praktik pengajaran PKn di sekolah dasar. Penelitian ini merupakan penelitian studi kasus dengan pendekatan kualitatif untuk mendapatkan pemahaman mendalam tentang inklusivitas dalam pengajaran PKn di sekolah dasar. Pendekatan ini akan memungkinkan peneliti untuk mengeksplorasi persepsi, pengalaman, dan praktik dalam konteks yang lebih holistik. Pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Subjek penelitian adalah kepala sekolah, guru, dan siswa di

SDN Pakel, SDN Wirosaban dan SDN Giwangan. Teknik analisis data menggunakan triangulasi data Hasil penelitian ini mengungkapkan variasi dalam implementasi inklusivitas PKn di sekolah dasar. Faktor-faktor seperti pemahaman guru, sumber daya yang tersedia, dan dukungan sekolah memainkan peran penting dalam mencapai inklusivitas. SDN Giwangan menunjukkan komitmen yang kuat terhadap inklusivitas dengan memberikan dukungan tambahan bagi siswa yang membutuhkannya, sementara SDN Pakel dan SDN Wirosaban masih menghadapi hambatan dalam menciptakan lingkungan belajar yang benar-benar inklusif. Penelitian ini memberikan wawasan tentang tantangan dan peluang dalam mewujudkan inklusivitas dalam pendidikan kewarganegaraan dan memberikan dasar untuk perbaikan lebih lanjut dalam upaya menciptakan lingkungan belajar yang lebih inklusif bagi semua siswa.

**Kata-kata Kunci:** Kurikulum Inklusif, Pendidikan Kewarganegaraan, Praktik Inklusi.

## INTRODUCTION

Referring to the SDGs (Sustainable Development Goals), the quality of education is an important focus. The results of the 2017 PPIM UIN Jakarta survey showed attention to the understanding of religion among school and madrasah students. During 2016-2020, KPAI received 480 complaints of victims of bullying at school. There has been an increase in cases of violence against children, with the number of cases increasing from 414 in 2017 to 478 in 2018, an increase of 20% for primary school children in Yogyakarta. Education services are only available to 10-11% of children with special needs, and 14% of children live in conditions of poverty. Bullying in primary schools is a serious problem that requires real action to create quality education. Cases of violence, bullying, and injustice against children have a negative impact on children's welfare and development and threaten basic human values. In the context of Indonesia's cultural diversity, it is important to embed tolerance from an early age, and citizenship education plays an important role in preparing young citizens who are active in society (Winataputra et al., 2007) (Tamaeka, 2022). The participation of all students, including those with special needs, is considered important in the context of inclusion. Therefore, it is important to implement inclusive learning that provides opportunities for all children to learn and interact, to improve the quality of education (Anwar, 2022) (Alton-Lee et al., 2000).

Inclusive education aims to ensure that every child, regardless of background, has fair and equal access to quality education (*The Global Education First Initiative, no year*). However, the learning process in primary schools is still influenced by learning models from developed countries, while the Indonesian context is often ignored (Gopinathan, 2006). A culturally responsive teaching approach, known as culturally

responsive teaching, involves using students' diverse cultural knowledge, experiences, and learning styles to create meaningful learning experiences (Kardiman et al., 2020). Therefore, learning is needed that respects the culture of each student. Children need to learn to respect and cooperate with people who are different from them from an early age (Komalasari et al., 2018) (Sari et al., 2020). Citizenship education plays an important role in developing inclusive awareness and respect for the diversity of cultures, religions, ethnicities, and social backgrounds in Indonesia (Jayadiputra et al., 2023) (Retnasari et al.). These conditions make Pancasila values the foundational national character in developing education with unique diversity (Retnasari & Hidayat, 2028) (Indriani, 2018).

Citizenship Education (Pendidikan Kewarganegaraan) is an important subject in the education system in Indonesia, especially at the primary school level. Civics aims to form citizens who have an understanding of the rights and obligations as members of society, as well as fostering inclusive attitudes, tolerance, and active participation in democratic life (Pertiwi et al., 2021). In this context, inclusivity is a key aspect that needs to be considered in teaching Civics in primary schools. Inclusivity refers to efforts to ensure that all students, including those with special needs, receive equal opportunities and access to quality education (Fadil, 2023). However, although inclusivity has become a major concern in the field of education, there are still shortcomings and challenges in implementing it effectively in primary schools.

Challenges in Civics learning include inadequate quality of teachers/lecturers, limited facilities and learning resources (Gumelar et al., 2023). This causes the implementation of Citizenship Education to not reach ideal standards. Concrete

transformation is needed in the democratic Civics learning process. To realize democratic education, equality, justice, and the development of students' cultural potential are needed. Several previous studies conducted by Sukron Mazid and Suharno (2019) discussed the implementation of multicultural values in Civics learning which was carried out through learning planning and implementing learning in instilling the values of tolerance, democracy, justice, and respect carried out in high school (Mazid & Suharno, 2019). Research conducted by Muhammad Saiful Anwar shows that inequality in educational accessibility, and the need for multicultural education is intended to create a harmonious life in a diverse society, the important role of multicultural education can help in policy design and practice in implementing policies on the right to access education in Indonesia (Anwar, 2022). Research conducted by Widada (2021) provided information regarding the learning difficulties of ABK participants and chose the inclusive learning model used, namely the regular learning model to change students' views about children who have learning disorders and do not experience learning problems so that class conditions are cooperative (Widiada et al., 2021).

Previous research regarding inclusivity was identical to children with special needs only. Inclusiveness in the context of Citizenship Education (PKn) means creating an educational environment that includes all students, regardless of their background (SARA), needs, or differences. "SARA" is an abbreviation for "Suku, Agama, Ras, dan Antargolongan" in Indonesia, referring to issues related to ethnic, religious, racial, and inter-group differences in society, often used in a negative context related to conflicts and social tensions resulting from these differences. Many countries, including Indonesia, have laws that prohibit the dissemination of content that incites SARA conflict or spreads hatred based on ethnicity, religion, race, or intergroup. However, there has not been much research and development on how the curriculum in primary school Civics learning plays a role in building inclusiveness of students in primary schools. Citizenship Education (PKn) is an important part of the education curriculum in many countries, including Indonesia. However, in recent years, there has been increasing awareness of the importance of

inclusion in education. Inclusion is a concept that encourages the provision of education that is accessible to all students, including those who have special needs, special needs, or from various backgrounds.

This research focuses on inclusion in Citizenship Education (PKn) in primary schools. The main objective is to understand the extent to which the Civics curriculum supports inclusion by covering issues of human rights, cultural diversity, and social problems that are relevant for all students, including those with special needs. Additionally, research will identify inclusive practices adopted by teachers, such as instructional differentiation or support for learners with special needs. This study will also evaluate the impact of inclusion in Civics on students' development and understanding of civic values, tolerance, and diversity. The uniqueness of this research lies in its focus on Civics subjects, which have not been widely researched in the context of inclusion. Using a case study approach, this research will provide in-depth insight into inclusion practices in primary schools and link them to their impact the formation of more inclusive citizens and a more democratic society. This research has the potential to make an important contribution to the development of more inclusive education policies in the future.

The results of observations in primary schools in Yogyakarta show challenges to inclusiveness, including facilities that do not support people with disabilities, a lack of teacher training regarding student diversity, and a lack of attention to inclusive values in Civics. This research aims to analyze inclusivity in Civics teaching in primary schools, evaluate the curriculum and teaching practices, and identify barriers and solutions. The research results are expected to provide concrete recommendations for developing inclusive Civics teaching, increasing student participation and success, and creating a more inclusive school environment. This research will support understanding of inclusivity in Civics teaching, evaluating education systems and developing diverse teaching approaches.

The results can also be used to develop inclusive curricula, and guidelines for teachers, and help develop inclusive education policies. It is hoped that this research will encourage further research in the field of inclusive education to improve the quality of education and create an inclusive environment for all students.

## RESEARCH METHODS

This research is a descriptive study with a qualitative approach with a case study design to analyze inclusiveness in the teaching of Citizenship Education (PKn) in primary schools in Yogyakarta (Moleong, 2007). This research selected several primary schools that represent the diversity of students and educational contexts, namely SDN Pakel, SDN Wirosaban, and SDN Giwangan. Data collection methods using discussion group forums, questionnaires, and documentation. The research instrument is the researcher himself, supported by interview grids, observation grids, and documentation grids. The validity of the data was tested using triangulation techniques. Data analyze refers to the theory of Miles and Huberman, namely by using the steps of data collection, data reduction, and data presentation. The following are the research stages.

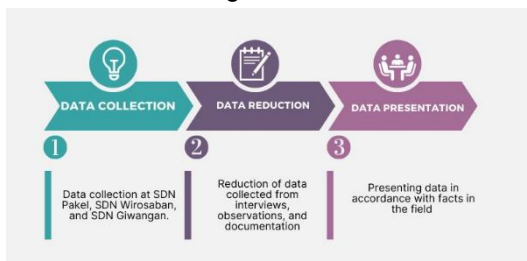


Figure 1 Research Search

## RESULTS AND DISCUSSION

In the context of research that focuses on analyze inclusivity in the teaching of Civic Education (Civic), the research results illustrate significant variations in the level of implementation of inclusivity. The results of this research illustrate a varied picture of the implementation of inclusiveness in teaching Citizenship Education (PKn) in three primary schools in Yogyakarta, namely SDN Pakel, SDN Wirosaban, and SDN Giwangan. Analyze of inclusive curriculum and practices reveals various findings that indicate different levels of inclusiveness different in each school.

## Inclusiveness in Civic Learning in Primary schools Curriculum Implementation

Primary school teachers at SDN Pakel, SDN Wirosaban, and SDN Giwangan stated that they understand the concept of inclusiveness in the context of Civics learning. In this case, school principals, teachers, and education personnel must be able to understand inclusiveness in Civics subjects (Hermanto et al., 2021). Pancasila education subjects have a strategic position in efforts to instill and pass on characters that are by Pancasila to every citizen, by making Pancasila values the guiding star for achieving a golden Indonesia. One of the goals of Pancasila education is understanding one's identity as part of the diverse Indonesian nation and being able to act fairly and not discriminate between gender, SARA (Ethnic Religion, Race, Intergroup), socio-economic status, and people with disabilities (Alzanaa & Halmawati, no year).

The stages that teachers take in instilling an attitude of inclusiveness, especially in Civics learning, are observing the curriculum, designing learning, implementing learning, and conducting evaluations. According to several teachers, the Merdeka Curriculum accommodates cultivating an inclusive attitude in Civics learning. The following is an explanation from teachers at SDN Pakel, SDN Wirosaban, and SDN Giwangan.

"The Merdeka Curriculum, namely the Merdeka Curriculum, is more accommodating for teachers in teaching students about tolerance, especially diversity material in class 3."

"Inclusivity in the educational context encourages a harmonious life, as emphasized in class 1 lessons with real examples, such as discipline during class picketing and lining up during flag ceremonies, as well as the importance of following school rules on time. This is also reflected in students' listening ability "The teacher explains the material. This experience makes students better understand the dynamics that occur in the classroom

and strengthens a sense of mutual understanding, in line with the theme of life."

"The existence of the Pancasila Student Profile teaches students to be open and tolerant of differences in religion, culture, ethnicity, and background. "Because there are students from Papua and there are students who are ABK."

Based on these findings, Civics in the Curriculum teaches students the values of inclusiveness, including respect for differences in culture, religion, ethnicity, and other backgrounds in Indonesian society through the values in the Pancasila Student Profile elements. The Pancasila student profile related to inclusiveness includes various characteristics that reflect the spirit of inclusion and Pancasila values in education (Zuriah & Sunaryo, 2022) This creates a deep understanding of diversity as the nation's wealth. Implementing the Merdeka curriculum will allow able to realize the rights and abilities of participants to determine their learning process by setting learning goals, reflecting on abilities, and taking steps proactively and responsibly for their success (Amiluddin, 2023).

The characteristics of Pancasila education are based on the independent curriculum as a vehicle for realizing democratic and responsible citizens in the context of development Indonesian civilization. The findings presented by several teachers are as follows.

"The independent curriculum is very good and it would be better if it could apply, especially in the Pancasila education subject, the democratic values learned in grade 3 regarding freedom of opinion, the right to be involved in decision making, and respect for diversity of opinion."

"The curriculum supports inclusiveness, which can be seen in the learning outcomes teaching about respect for diversity from grade 1 to grade 6."

"The characteristics of inclusiveness

also include the development of student's social and emotional skills, including empathy, cooperation, and conflict resolution with the PBL learning model in Pancasila education subjects."

The involvement of students in the learning process using the PBL model in inclusive Pancasila education subjects encourages the active participation of students in decision-making at school (Nurrohim et al., 2022) . This creates opportunities for students to participate in the learning process and develop democratic skills from an early age. The implication is that teachers themselves are also required to be able to prepare the learning process effectively so that the effectiveness and learning objectives that have been designed can be achieved (Bhughe, 2022). Open discussion and dialogue on Pancasila learning should encourage open discussion and inclusive dialogue. Teachers can create an environment where diverse views are valued and students feel comfortable talking about issues that are important to them. The characteristics of inclusivity also include the development of students' social and emotional skills, including empathy, cooperation, and conflict resolution (Masamah & Zamhari, 2016). This allows students to interact well in an inclusive environment and feel comfortable communicating and collaborating with students from diverse backgrounds.

It is hoped that Pancasila education which refers to the characteristics above can help create democratic, responsible, and inclusive Indonesian citizens. This means that students will have a strong understanding of the values of democracy, tolerance, justice, and respect for diversity, as well as the ability to actively participate in an inclusive society. Thus, Pancasila education in the context of the "Independent Curriculum" can be an important vehicle for realizing inclusiveness in primary schools and in building an inclusive Indonesian civilization. The principles of justice and equal rights are strictly observed, and they do not discriminate against anyone based on any characteristics. They feel responsible for creating an inclusive and

fair environment and have good communication skills. A positive attitude towards differences is an integral part of their attitude, and Pancasila values such as democracy, social justice, and unity are embedded in their daily thoughts and actions. The inclusive Pancasila student profile is a reflection of the spirit of inclusion and Pancasila values which promote justice, equality, and unity in Indonesian society.

### Supporting Inclusivity in Civics Teaching in Primary schools

Teaching Citizenship Education (PKn) in primary schools has an important role in forming the character and civic values of students. To ensure educational success, schools need an inclusive approach that takes into account the diversity of students. Supporting inclusivity in Civics teaching includes several key aspects. The curriculum for Civics subjects must be designed inclusively, including the values of a diverse society. Diversified teaching materials are also key in selecting content that reflects various cultural, religious, and ethnic backgrounds. The use of a variety of teaching methods, such as group discussions, role plays, and collaborative projects can ensure that each student can participate according to his or her learning style. Additionally, it is important to build inclusive awareness through discussions about diversity and empower learners through collaborative projects. Fair evaluation, parent involvement, teacher training, and a supportive physical environment complement efforts to create inclusive and meaningful Civics teaching at the primary school level (Arifin et al., 2023). Furthermore, Civics teaching can be a vehicle that embraces diversity, has a positive impact on character development, and supports the growth of each student. Based on the results of the research that has been carried out, the supporters of inclusiveness in Civics teaching in primary schools can be explained as follow.

#### 1. The Role of Teachers' Understanding of the Concept of Inclusivity

At SDN Pakel teachers demonstrate a strong understanding of inclusiveness and strive to create

learning that supports all students. This can be seen from the role teachers play for all students, including those who have special needs. Furthermore, at SDN Giwangan there are accompanying teachers for special students. Usually, before entering as a new student, the school will carry out a selection to find out whether students have special needs or not. In contrast, at SDN Wirosaban there is a significant lack of understanding regarding inclusiveness. This can hinder the creation of an inclusive environment in primary schools. Even though it is well known that teachers have an important role in helping students learn something that is not yet known and are responsible for everything students do (Komariyah et al, 2017). The results of teachers' understanding of the concept of inclusiveness can be seen in the following diagram

1. Se jauh mana Anda memahami konsep inklusifitas dalam konteks pengajaran PKn ?  
17 jawaban

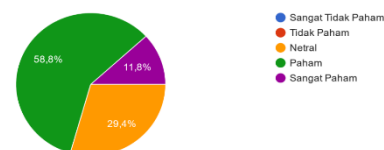


Figure 2 Teacher's Understanding of Concept of Inclusivity Diagram

#### 2. Resource Availability

Resource factors also have an impact on inclusiveness. At Giwangan Primary school, the availability of additional resources such as specialized support, equipment, and physical facilities supports inclusivity. However, at SDN Wirosaban limited resources are an obstacle that has a negative impact on inclusiveness efforts. One of these limitations is that there are no religious teachers other than Islam so minority religious (Catholic) students do not receive maximum religious learning. Furthermore, in inclusive education, there needs to be a complete availability of resources. This can be seen from the service of minority children by providing adequate school and educator facilities and infrastructure (Suvita et al., 2022).

Here are the findings presented by several teachers in schools on the availability of resources.

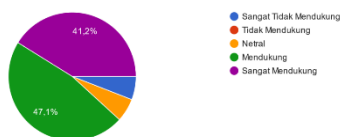
"Schools currently need adequate resources to support the implementation of inclusive education"

"So far the school is still working on the availability of resources to meet the needs of students in inclusive Civics learning education"

### 3. School Support

A school's commitment to inclusivity greatly influences the implementation of inclusive practices. At SDN Pakel, the school shows a strong commitment to creating an inclusive environment by involving all staff and facilitating training for teachers regarding inclusivity. Furthermore, at Wirosaban Primary school, although there is a lack of resources, the school is trying to provide Catholic religious learning materials to students. In contrast, at SDN Giwangan, school support has not reached an adequate level, which has an impact on the lack of opportunities to develop inclusiveness in Civics learning. Inclusive education ideally has the full support of the school. The school's support can be in the form of strengthening inclusive education to students provided by teachers (Anggraini, no year). The following are the results of a survey regarding school support for inclusive education.

1. Sejauh mana Anda merasa lingkungan sekolah mendukung praktik inklusif dalam pengajaran PKn?  
17 jawaban



(Harapan & Hastina, 2017)

**Figure 3 School Support for Inclusive Education Diagram**

### 4. Variability in Inclusive Practices

The results also revealed variations in inclusive practices in Civics learning at SDN Pakel and SDN

Giwangan. In both schools, it can be seen that students with special needs are actively involved in learning. In addition, an inclusive approach is seen in curriculum design and learning methods. Meanwhile, at SDN Wirosaban, inclusive practices still need to be further developed, by expanding the use of learning methods that support inclusivity. Students in inclusive learning practices conduct active learning in the classroom and outside the classroom (Harapan & Hastina, 2017). The following is documentation of inclusive practices in schools.



**Figure 4 The atmosphere of student at school**

Inclusiveness in teaching Citizenship Education in primary schools faces significant variations in its implementation. Teacher understanding, availability of resources, and school support all influence the level of inclusivity achieved. The importance of a school's commitment to creating an inclusive environment cannot be understated. This study provides insight into the challenges and opportunities in realizing inclusivity in citizenship education at the primary level and stimulates further discussion about how to increase the implementation of more effective inclusive practices. Improvements in these aspects can help create a more inclusive and equitable learning environment for all students.

## CONCLUSION

In conclusion, inclusiveness in teaching Citizenship Education in primary schools faces significant variations in its implementation. Teacher understanding, availability of resources, and school support all influence the level of inclusivity

achieved. The importance of a school's commitment to creating an inclusive environment cannot be understated. This study provides insight into the challenges and opportunities in realizing inclusivity in citizenship education at the primary level and stimulates further discussion about how to increase the implementation of more effective inclusive practices. Improvements in these aspects can help create a more inclusive and equitable learning environment for all students. In a case study regarding the analyze of inclusivity in teaching Citizenship Education (PKn) in primary schools, it can be concluded that inclusion in education is an important principle for creating a fair, friendly, and diversity-oriented learning environment. This research provides in-depth insight into the extent to which the Civics curriculum in primary schools supports inclusion, as well as the teaching practices adopted by teachers. Challenges such as a lack of friendly facilities for people with disabilities, a lack of teacher training in dealing with the diversity of students, and a lack of attention to the values of inclusiveness in Civics were found. However, this research also provides potential solutions to increase inclusion in Civics. The resulting recommendations can help in the development of inclusive practices and improvement of the Civics curriculum. By better understanding inclusion in the context of Civics, we can achieve educational goals that are more inclusive, tolerant, and human rights oriented. The results of this research also provide a basis for developing more inclusive education policies in the future. Thus, this research makes an important contribution to the understanding of inclusion in basic education, particularly in the context of Civics, and the potential for creating a more inclusive society and a more democratic country.

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